

Grade 8 ELA Scope and Sequence SY 14-15

Unit Theme	Unit Dates and Duration	Unit Focus	Reading: Literature RL.8.1, RL.8.2 and RL.8.10 apply to each unit.	Reading: Informational Text RI.8.1, RI.8.2 and RI.8.10 apply to each unit.	Writing W.8.4, W.8.5, W.8.9 and W.8.10 apply to each unit.	Speaking and Listening SL.8.1 and SL.8.6 apply to each unit.	Language L.8.1, L.8.2 and L.8.4 (a), (b) apply to each unit. **Tested item.
1 Looking Back at the Past	8/25/14 to 10/09/14 (Instructional Days: 33)	Students engage with poetry, fiction, art, maps, audio, and primary sources as they revisit our nation's revolutionary roots. Evidence-based writing focuses on explaining information revealed in primary sources, in order to build clear comprehension of turning points in our history.	RL.8.1 RL.8.2 RL.8.6 RL.8.9	RI.8.1 RI.8.2 RI.8.7	W.8.2 W.8.4 W.8.5 W.8.9 W.8.10	SL.8.1 SL.8.6	**L.8.1 L.8.2 L.8.4
2 Dramatically Speaking	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students analyze lines of dialogue, scenes, and words from plays, speeches and poetry they read, recite and perform. Students scrutinize authors' central ideas and their development over the course of the play. Evidence-based writing focuses on explaining the central idea/theme of a play, speech or poem including whether the central idea is supported with relevant, sufficient, accurate textual examples and/or quotations.	RL.8.1 RL.8.2 RL.8.3	RI.8.1 RI.8.2 RI.8.3 RI.8.6	W.8.2 W.8.4 W.8.5 W.8.9 W.8.10	SL.8.1 SL.8.4 SL.8.6	L.8.1 L.8.2 L.8.4 (a), (b) L.8.6
3 The City and the Country	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students experience the city and the country in literature, exploring character and plot developments in rural and urban settings. Students contrast visual images and facts about cities with their presence in fiction. Students also explore classic adventures in the American countryside. Students compare and contrast texts (both traditional and digital) set in rural and urban settings. Evidence-based writing focuses on developing an argument related to an urban or rural issue.	RL.8.1 RL.8.2 RL.8.4 RL.8.7	RI.8.1 RI.8.2 RI.8.6 RI.8.8 RI.8.9	W.8.1 W.8.4 W.8.5 W.8.7 W.8.8 W.8.9 W.8.10	SL.8.1 SL.8.2 SL.8.6	L.8.1 L.8.2 L.8.3 L.8.4 (a), (b)
4 Artists Who Move Us	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students examine the aesthetics of literature and art, reading about artists and authors whose work has a social or political message. Students' reading focuses comparing texts and specifically the relationship between text structure and meaning. Evidence-based writing focuses on arguing the relative power or persuasiveness of an artist's message.	RL.8.1 RL.8.2 RL.8.5	RI.8.1 RI.8.2 RI.8.4 RI.8.5 RI.8.8	W.8.1 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10	SL.8.1 SL.8.3 SL.8.6	L.8.1 L.8.2 L.8.4 (a), (b) **L.8.5
5 The Road Not Taken	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students grapple with the tension between conformity (action in accord with prevailing social standards, attitudes, practices, etc.) and individuality. Students also consider contexts in which conformity is desirable and when it becomes risky, even dangerous. Likewise, students examine how and why individualism is (or is not) desirable through literary examples. Through various readings, students study how authors convey meaning through figurative language (e.g., symbolism, metaphor). Evidence-based writing focuses on crafting narratives that describe a choice to take the road less traveled.	RL.8.1 RL.8.2 RL.8.6	RI.8.1 RI.8.2	W.8.3 W.8.4 W.8.5 W.8.6 W.8.9 W.8.10	SL.8.1 SL.8.5 SL.8.6	L.8.1 L.8.2 L.8.4 (a), (b)

Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.8.1, RL.8.2 and RL.8.10	Text	W.8.4, W.8.5, W.8.9 and W.8.10 apply to	SL.8.1 and SL.8.6 apply to each	L.8.1, L.8.2 and L.8.4 (a), (b) apply to
	apply to each unit.	RI.8.1, RI.8.2, and RI.8.10	each unit.	unit.	each unit.
		apply to each unit.			
1	RL.8.1 Cite the textual evidence	RI.8.1 Cite the textual evidence	W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through	SL.8.1 Engage effectively in a range	L.8.1 Demonstrate command of the conventions
Looking Back at the Past	that most strongly supports an analysis of what the text says	that most strongly supports an analysis of what the text says	the selection, organization, and analysis of relevant content.	of collaborative discussions (one-on- one, in groups, and teacher-led) with	of standard English grammar and usage when writing or speaking.
200kmg Back at the Fast	explicitly as well as inferences	explicitly as well as inferences	(a) Introduce a topic clearly, previewing what is to follow;	diverse partners on grade 8 topics,	(a) Explain the function of verbals (gerunds,
8/25/14	drawn from the text.	drawn from the text.	organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics	texts, and issues, building on others'	participles, infinitives) in general and their
to	BL 0.3 Determine a thomas or	DI 0.3 Determine a control idea of	(e.g., charts, tables), and multimedia when useful to aiding	ideas and expressing their own	function in particular sentences.
10/09/14 (Instructional Days: 33)	RL.8.2 Determine a theme or central idea of a text and analyze	RI.8.2 Determine a central idea of a text and analyze its	comprehension. (b) Develop the topic with relevant, well-chosen facts,	clearly. (a) Come to discussions prepared,	(b) Form and use verbs in the active and passive voice.
(its development over the course of	development over the course of	definitions, concrete details, quotations, or other	having read or researched material	(c) Form and use verbs in the indicative,
Students engage with poetry, fiction,	the text, including its relationship	the text, including its relationship	information and examples. (c) Use appropriate and varied transitions to create	under study; explicitly draw on that	imperative, interrogative, conditional, and
art, maps, audio, and primary sources as they revisit our nation's	to the characters, setting, and plot; provide an objective	to supporting ideas; provide an objective summary of the text.	cohesion and clarify the relationships among ideas and	preparation by referring to evidence on the topic, text, or issue to probe	subjunctive moods. (d) Recognize and correct inappropriate shifts in
revolutionary roots. Evidence-based	summary of the text.	objective summary of the text.	concepts. (d) Use precise language and domain-specific vocabulary to	and reflect on ideas under	verb voice and mood.
writing focuses on explaining		RI.8.7 Evaluate the advantages	inform about or explain the topic.	discussion.	
information revealed in primary sources, in order to build clear	RL.8.6 Analyze how differences in the points of view of the	and disadvantages of using different mediums to present a	(e) Establish and maintain a formal style.	(b) Follow rules for collegial discussions and decision-making,	L.8.2 Demonstrate command of the conventions
comprehension of turning points in	characters and the audience or	particular topic or idea.	(f) Provide a concluding statement or section that follows from and supports the information or explanation	track progress toward specific goals	of standard English capitalization, punctuation, and spelling when writing.
our history.	reader create such effects as	process of the control of the contro	presented.	and deadlines, and define individual	(a) Use punctuation (comma, ellipsis, dash) to
	suspense or humor.		M 9 4 Draduce clear and seherent writing in which the	roles as needed.	indicate a pause or break.
	RL.8.9 Analyze how a modern		W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to	(c) Pose questions that connect the ideas of several speakers and	(b) Use an ellipsis to indicate omission.(c) Spell correctly.
	work of fiction draws on themes,		task, purpose, and audience.	respond to others' questions and	(c) Spell correctly.
	patterns of events, or character		W.8.5 With some guidance and support from peers and	comments with relevant evidence,	L.8.4 Determine or clarify the meaning of
	types from myths, traditional		adults, develop and strengthen writing as needed by	observations, and ideas.	unknown and multiple-meaning words or phrases
	stories, or religious works such as the Bible, including describing how		planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have	(d) Acknowledge new information expressed by others, and, when	based on grade 8 reading and content, choosing flexibly from a range of strategies.
	the material is rendered new.		been addressed.	warranted, qualify or justify their	(a) Use context (e.g., the overall meaning of a
			WOOD Service in the service of the s	own views in light of the evidence	sentence or paragraph; a word's position or
			W.8.9 Draw evidence from literary and informational texts to support analysis, reflection, and research.	presented.	function in a sentence) as a clue to the meaning of a word or phrase.
			(a) Apply grade 8 Reading standards to literature	SL.8.6 Adapt speech to a variety of	(b) Use common, grade-appropriate Greek or
			(e.g., "Analyze how a modern work of fiction draws	contexts and tasks, demonstrating	Latin affixes and roots as clues to the meaning of
			on themes, patterns of events, or character types from myths, traditional stories, or religious works	command of formal English when	a word (e.g., precede, recede, secede).
			such as the Bible, including describing how the	indicated or appropriate.	(c) Consult general and specialized reference materials (e.g., dictionaries, glossaries,
			material rendered is new").		thesauruses), both print and digital, to find the
			(b) Apply <i>grade 8 Reading standards</i> to literary		pronunciation of a word or determine or clarify
			nonfiction (e.g., "Delineate and evaluate the argument an specific claims in a text, assessing		its precise meaning or its part of speech. (d) Verify the preliminary determination of the
			whether the reasoning is sound and the evidence is		meaning of a word or phrase (e.g., by checking
			relevant and sufficient; recognized when irrelevant		the inferred meaning in context or in a
			evidence is introduced")		dictionary).

Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.8.1, RL.8.2 and RL.8.10	Text	W.8.4, W.8.5, W.8.9 and W.8.10 apply to	SL.8.1 and SL.8.6 apply to each	L.8.1, L.8.2 and L.8.4 (a), (b) apply to
	apply to each unit.	RI.8.1, RI.8.2, and RI.8.10	each unit.	unit.	each unit.
	a la la viva de la companya de la co	apply to each unit.			
2	RL.8.1 Cite the textual evidence that	RI.8.1 Cite the textual evidence that	W.8.2 Write informative/explanatory texts to examine a	SL.8.1 Engage effectively in a range of	L.8.1 Demonstrate command of the conventions of
	most strongly supports an analysis of	most strongly supports an analysis of	topic and convey ideas, concepts, and information through	collaborative discussions (one-on-one, in	standard English grammar and usage when writing or
Dramatically Speaking	what the text says explicitly as well as	what the text says explicitly as well as	the selection, organization, and analysis of relevant content.	groups, and teacher-led) with diverse	speaking.
,	inferences drawn from the text.	inferences drawn from the text.	(a) Introduce a topic; organize complex ideas, concepts, and	partners on <i>grade 8 topics, texts, and</i>	(a) Explain the function of verbals (gerunds, participles,
10/14/14	RL.8.2 Determine a theme or central	RI.8.2 Determine a central idea of a	information such that each new element builds on that which precedes it to create a unified whole; include	issues, building on others' ideas and expressing their own clearly.	infinitives) in general and their function in particular sentences.
to	idea of a text and analyze its	text and analyze its development over	formatting (e.g., headings), graphics (e.g., figures, tables),	(a) Come to discussions prepared, having	(b) Form and use verbs in the active and passive voice.
12/12/14	development over the course of the	the course of the text, including its	and multimedia when useful to aiding comprehension.	read or researched material under study;	(c) Form and use verbs in the indicative, imperative,
(Instructional Days: 38.5)	text, including its relationship to the	relationship to supporting ideas;	(b) Develop the topic thoroughly by selecting the most	explicitly draw on that preparation by	interrogative, conditional, and subjunctive moods.
	characters, setting, and plot; provide	provide an objective summary of the	significant and relevant facts, extended definitions,	referring to evidence on the topic, text, or	(d) Recognize and correct inappropriate shifts in verb
Students analyze lines of dialogue,	an objective summary of the text.	text.	concrete details, quotations, or other information and	issue to probe and reflect on ideas under	voice and mood.
scenes, and words from plays,	RL.8.3 Analyze how particular lines of	RI.8.3 Analyze how a text makes	examples appropriate to the audience's knowledge of the topic.	discussion. (b) Follow rules for collegial discussions	L.8.2 Demonstrate command of the conventions of
speeches and poetry they read, recite	dialogue or incidents in a story or	connections among and distinctions	(c) Use appropriate and varied transitions and syntax to link	and decision-making, track progress	standard English capitalization, punctuation, and
and perform. Students scrutinize	drama propel the action, reveal	between individuals, ideas, or events	the major sections of the text, create cohesion, and clarify	toward specific goals and deadlines, and	spelling when writing.
authors' central ideas and their	aspects of a character, or provoke a	(e.g. through comparisons, analogies,	the relationships among complex	define individual roles as needed.	(a) Use punctuation (comma, ellipsis, dash) to indicate a
development over the course of the	decision.	or categories.)	ideas and concepts.	(c) Pose questions that connect the ideas	pause or break.
play. Evidence-based writing focuses	RL.8.7 Analyze the extent to which a	RI.8.6 Determine an author's point of	(d) Use precise language, domain-specific vocabulary, and	of several speakers and respond to	(b) Use an ellipsis to indicate omission.
on explaining the central idea/theme	filmed or live production of a story or	view or purpose in a text and analyze	techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	others' questions and comments with relevant evidence, observations, and	(c) Spell correctly.
of a play, speech or poem including whether the central idea is supported	drama stays faithful to or departs from	how the author acknowledges and	(e) Establish and maintain a formal style and objective tone	ideas.	L.8.4 Determine or clarify the meaning of unknown and
with relevant, sufficient, accurate	the text or script, evaluating the	responds to conflicting evidence or	while attending to the norms and conventions of the	(d) Acknowledge new information	multiple-meaning words or phrases based on grade 8
textual examples and/or quotations.	choices made by the director or actors.	viewpoints.	discipline in which they are writing.	expressed by others, and, when	reading and content, choosing flexibly from a range of
textual examples and/or quotations.			(f) Provide a concluding statement or section that follows	warranted, qualify or justify their own	strategies.
			from and supports the information or explanation presented.	views in light of the evidence presented.	(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a
			presenteu.	SL.8.6 Adapt speech to a variety of	sentence) as a clue to the meaning of a word or phrase.
			W.8.4 Produce clear and coherent writing in which the	contexts and tasks, demonstrating	(b) Use common, grade-appropriate Greek or Latin
			development, organization and style are appropriate to	command of formal English when	affixes and roots as clues to the meaning of a word
			task, purpose, and audience.	indicated or appropriate.	(e.g., precede, recede, secede).
			W.8.5 With some guidance and support from peers and		L.8.6 Acquire and use accurately grade-appropriate
			adults, develop and strengthen writing as needed by		general academic and domain-specific words and
			planning, revising, editing, rewriting, or trying a new		phrases; gather vocabulary knowledge when
			approach, focusing on how well purpose and audience have		considering a word or phrase important to
			been addressed.		comprehension or expression.
			W.8.9 Draw evidence from literary and informational texts		
			to support analysis, reflection, and research.		
			(a) Apply grade 8 Reading standards to literature (e.g.,		
			"Analyze how a modern work of fiction draws on themes,		
			patterns of events, or character types from myths,		
			traditional stories, or religious works such as the Bible,		
			including describing how the material rendered is new"). (b) Apply <i>grade 8 Reading standards</i> to literary nonfiction		
			(e.g., "Delineate and evaluate the argument an specific		
			claims in a text, assessing whether the reasoning is sound		
			and the evidence is relevant and sufficient; recognize when		
			irrelevant evidence is introduced")		

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Information	RL.8.1, RL.8.2 and RL.8.10	Text	W.8.4, W.8.5, W.8.9 and W.8.10 apply to	SL.8.1 and SL.8.6 apply to each	L.8.1, L.8.2 and L.8.4 (a), (b) apply to
	apply to each unit.	RI.8.1, RI.8.2, and RI.8.10	each unit.	unit.	each unit.
		apply to each unit.			
	RL.8.1 Cite the textual evidence that	RI.8.1 Cite the textual evidence that	W.8.1 Critique and write arguments to support claims with	SL.8.1 Engage effectively in a range of	L.8.1 Demonstrate command of the conventions of
3	most strongly supports an analysis of	most strongly supports an analysis of	clear reasons and relevant evidence.	collaborative discussions (one-on-one, in	standard English grammar and usage when writing or
	what the text says explicitly as well as	what the text says explicitly as well as	(a) Introduce claim(s), acknowledge and distinguish the	groups, and teacher-led) with diverse	speaking.
The City and the Country	inferences drawn from the text.	inferences drawn from the text.	claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	partners on grade 8 topics, texts, and issues, building on others' ideas and	(a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular
12/15/14	RL.8.2 Determine a theme or central	RI.8.2 Determine a central idea of a	(b) Support claim(s) with logical reasoning and relevant	expressing their own clearly.	sentences.
to	idea of a text and analyze its development over the course of the	text and analyze its development over the course of the text, including its	evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	(a) Come to discussions prepared, having read or researched material under study;	(b) Form and use verbs in the active and passive voice. (c) Form and use verbs in the indicative, imperative,
2/12/15	text, including its relationship to the	relationship to supporting ideas;	(c) Use words, phrases, and clauses to create cohesion and	explicitly draw on that preparation by	interrogative, conditional, and subjunctive moods.
(Instructional Days: 32.5)	characters, setting, and plot; provide	provide an objective summary of the	clarify the relationships among claim(s), counterclaims,	referring to evidence on the topic, text, or	(d) Recognize and correct inappropriate shifts in verb
Students experience the city and the	an objective summary of the text.	text.	reasons, and evidence. (d) Establish and maintain a formal style.	issue to probe and reflect on ideas under discussion.	voice and mood.
country in literature, exploring	RL.8.4 Determine the meaning of	RI.8.6 Determine an author's point of	(e) Provide a concluding statement or section that follows	(b) Follow rules for collegial discussions	L.8.2 Demonstrate command of the conventions of
character and plot developments in	words and phrases as they are used in	view or purpose in a text and analyze	from and supports the argument presented.	and decision-making, track progress	standard English capitalization, punctuation, and
rural and urban settings. Students	a text, including figurative and	how the author acknowledges and		toward specific goals and deadlines, and	spelling when writing.
contrast visual images and facts	connotative meanings; analyze the	responds to conflicting evidence or	W.8.4 Produce clear and coherent writing in which the	define individual roles as needed.	(a) Use punctuation (comma, ellipsis, dash) to indicate a
about cities with their presence in	impact of specific word choices on meaning and tone, including analogies	viewpoints.	development, organization and style are appropriate to task, purpose, and audience.	(c) Pose questions that connect the ideas of several speakers and respond to	pause or break. (b) Use an ellipsis to indicate omission.
fiction. Students also explore classic	or allusions to other texts.	RI.8.8 Delineate and evaluate the	task, purpose, and addience.	others' questions and comments with	(c) Spell correctly.
adventures in the American		argument and specific claims in a	W.8.5 With some guidance and support from peers and	relevant evidence, observations, and	
countryside. Students compare and	RL.8.7 Analyze the extent to which a	text, assessing whether the reasoning	adults, develop and strengthen writing as needed by	ideas.	L.8.3 Use knowledge of language and its conventions
contrast texts (both traditional and	filmed or live production of a story or	is sound and the evidence is relevant	planning, revising, editing, rewriting, or trying a new	(d) Acknowledge new information	when writing, speaking, reading, or listening.
digital) set in rural and urban	drama stays faithful to or departs from the text or script, evaluating the	and sufficient; recognize when irrelevant evidence is introduced.	approach, focusing on how well purpose and audience have been addressed.	expressed by others, and, when warranted, qualify or justify their own	(a) Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular
settings. Evidence-based writing	choices made by the director or actors.	intelevant evidence is introduced.	been addressed.	views in light of the evidence presented.	effects (e.g., emphasizing the actor or the action;
focuses on developing an argument	, , , , , , , , , , , , , , , , , , , ,	RI.8.9 Analyze a case in which two or	W.8.7 Conduct short research projects to answer a question	6 11 11 11 11 p 11 11 11 p	expressing uncertainty or describing a state contrary to
related to an urban or rural issue.		more texts provide conflicting	(including a self-generated question), drawing on several	SL.8.2 Analyze the purpose of information	fact).
		information on the same topic and	sources and generating additional related, focused	presented in diverse media and formats	
		identify where the texts disagree on matters of fact or interpretation.	questions that allow for multiple avenues of exploration.	(e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social,	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8
		matters of fact of interpretation.	W.8.8 Gather relevant information from multiple print and	commercial, political) behind its	reading and content, choosing flexibly from a range of
			digital sources, using search terms effectively; assess the	presentation.	strategies.
			credibility and accuracy of each source; and quote or		(a) Use context (e.g., the overall meaning of a sentence
			paraphrase the data and conclusions of others while	SL.8.6 Adapt speech to a variety of	or paragraph; a word's position or function in a
			avoiding plagiarism and following a standard format for	contexts and tasks, demonstrating	sentence) as a clue to the meaning of a word or phrase.
			citation.	command of formal English when indicated or appropriate.	(b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word
			W.8.9 Draw evidence from literary and informational texts	maleuted of appropriate.	(e.g., precede, recede, secede).
			to support analysis, reflection, and research.		, , ,
			(a) Apply grade 8 Reading standards to literature (e.g.,		
			"Analyze how a modern work of fiction draws on themes,		
			patterns of events, or character types from myths,		
			traditional stories, or religious works such as the Bible, including describing how the material rendered is new").		
			(b) Apply grade 8 Reading standards to literary nonfiction		
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Information	RL.8.1, RL.8.2 and RL.8.10	Text	W.8.4, W.8.5, W.8.9 and W.8.10 apply to	SL.8.1 and SL.8.6 apply to each	L.8.1, L.8.2 and L.8.4 (a), (b) apply to
	apply to each unit.	RI.8.1, RI.8.2, and RI.8.10	each unit.	unit.	each unit.
		apply to each unit.			
4	RL.8.1 Cite the textual evidence that	RI.8.1 Cite the textual evidence that	W.8.1 Critique and write arguments to support claims with	SL.8.1 Engage effectively in a range of	L.8.1 Demonstrate command of the conventions of
·	most strongly supports an analysis of	most strongly supports an analysis of	clear reasons and relevant evidence.	collaborative discussions (one-on-one, in	standard English grammar and usage when writing or
Artists Who Move Us	what the text says explicitly as well as	what the text says explicitly as well as	(a) Introduce claim(s), acknowledge and distinguish the	groups, and teacher-led) with diverse	speaking.
	inferences drawn from the text.	inferences drawn from the text.	claim(s) from alternate or opposing claims, and organize the	partners on grade 8 topics, texts, and	(a) Explain the function of verbals (gerunds, participles,
2/17/15	RL.8.2 Determine a theme or central	RI.8.2 Determine a central idea of a	reasons and evidence logically. (b) Support claim(s) with logical reasoning and relevant	issues, building on others' ideas and expressing their own clearly.	infinitives) in general and their function in particular sentences.
to	idea of a text and analyze its	text and analyze its development over	evidence, using accurate, credible sources and	(a) Come to discussions prepared, having	(b) Form and use verbs in the active and passive voice.
4/10/15	development over the course of the	the course of the text, including its	demonstrating an understanding of the topic or text.	read or researched material under study;	(c) Form and use verbs in the indicative, imperative,
(Instructional Days: 36.5)	text, including its relationship to the	relationship to supporting ideas;	(c) Use words, phrases, and clauses to create cohesion and	explicitly draw on that preparation by	interrogative, conditional, and subjunctive moods.
	characters, setting, and plot; provide	provide an objective summary of the	clarify the relationships among claim(s), counterclaims,	referring to evidence on the topic, text, or	(d) Recognize and correct inappropriate shifts in verb
Students examine the aesthetics of	an objective summary of the text.	text.	reasons, and evidence.	issue to probe and reflect on ideas under	voice and mood.
literature and art, reading about	RL.8.5 Compare and contrast the	RI.8.4 Determine the meaning of	(d) Establish and maintain a formal style.(e) Provide a concluding statement or section that follows	discussion. (b) Follow rules for collegial discussions	L.8.2 Demonstrate command of the conventions of
artists and authors whose work has a	structure of two or more texts and	words and phrases as they are used in	from and supports the argument presented.	and decision-making, track progress	standard English capitalization, punctuation, and
social or political message. Students'	analyze how the differing structure of	a text, including figurative,		toward specific goals and deadlines, and	spelling when writing.
reading focuses comparing texts and	each text contributes to its meaning or	connotative, and technical meanings;	W.8.4 Produce clear and coherent writing in which the	define individual roles as needed.	(a) Use punctuation (comma, ellipsis, dash) to indicate a
specifically the relationship between text structure and meaning.	style.	analyze the impact of specific word	development, organization and style are appropriate to	(c) Pose questions that connect the ideas	pause or break. (b) Use an ellipsis to indicate omission.
Evidence-based writing focuses on		choices on meaning and tone, including analogies or allusions to	task, purpose, and audience.	of several speakers and respond to others' questions and comments with	(c) Spell correctly.
arguing the relative power or		other texts.	W.8.5 With some guidance and support from peers and	relevant evidence, observations, and	(b) Spen correctly.
persuasiveness of an artist's			adults, develop and strengthen writing as needed by	ideas.	L.8.4 Determine or clarify the meaning of unknown and
message.		RI.8.5 Analyze in detail the structure	planning, revising, editing, rewriting, or trying a new	(d) Acknowledge new information	multiple-meaning words or phrases based on grade 8
		of a specific paragraph in a text, including the role of particular	approach, focusing on how well purpose and audience have been addressed.	expressed by others, and, when	reading and content, choosing flexibly from a range of
		sentences in developing and refining	been addressed.	warranted, qualify or justify their own views in light of the evidence presented.	strategies. (a) Use context (e.g., the overall meaning of a sentence
		a key concept.	W.8.6 Use technology, including the Internet, to produce	views in light of the evidence presented.	or paragraph; a word's position or function in a
			and publish writing and present the relationships between	SL.8.3 Delineate a speaker's argument	sentence) as a clue to the meaning of a word or phrase.
		RI.8.8 Delineate and evaluate the	information and ideas efficiently as well as to interact and	and specific claims, evaluating the	(b) Use common, grade-appropriate Greek or Latin
		argument and specific claims in a	collaborate with others.	soundness of the reasoning and relevance	affixes and roots as clues to the meaning of a word
		text, assessing whether the reasoning is sound and the evidence is relevant	W.8.7 Conduct short research projects to answer a question	and sufficiency of the evidence and identifying when irrelevant evidence is	(e.g., precede, recede, secede).
		and sufficient; recognize when	(including a self-generated question), drawing on several	introduced.	L.8.5 Demonstrate understanding of figurative
		irrelevant evidence is introduced.	sources and generating additional related, focused		language, word relationships, and nuances in word
			questions that allow for multiple avenues of exploration.	SL.8.6 Adapt speech to a variety of	meanings.
			W 9 9 Cathor relevant information from multiple print and	contexts and tasks, demonstrating command of formal English when	(a) Interpret figures of speech (e.g. verbal irony, puns)
			W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the	indicated or appropriate.	in context. (b) Use the relationship between particular words to
			credibility and accuracy of each source; and quote or	mateured of appropriate.	better understand each of the words.
			paraphrase the data and conclusions of others while		(c) Distinguish among the connotations (associations) of
			avoiding plagiarism and following a standard format for		words with similar denotations (definitions) (e.g.,
			citation.		bullheaded, willful, firm, persistent, resolute).
			W.8.9 Draw evidence from literary and informational texts to		
			support analysis, reflection, and research.		
			(a) Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or		
			character types from myths, traditional stories, or religious works		
			such as the Bible, including describing how the material rendered is		
			new"). (b) Apply <i>grade 8 Reading standards</i> to literary nonfiction		
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Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.8.1, RL.8.2 and RL.8.10	Text	W.8.4, W.8.5, W.8.9 and W.8.10 apply to	SL.8.1 and SL.8.6 apply to each	L.8.1, L.8.2 and L.8.4 (a), (b) apply to
	apply to each unit.	RI.8.1, RI.8.2, and RI.8.10 apply to each unit.	each unit.	unit.	each unit.
The Road Not Taken 4/20/15 to 6/17/15 (Instructional Days: 40.5) Students grapple with the tension between conformity (action in accord with prevailing social standards, attitudes, practices, etc.) and individuality. Students also consider contexts in which conformity is desirable and when it becomes risky, even dangerous. Likewise, students examine how and why individualism is (or is not) desirable through literary examples. Through various readings, students study how authors convey meaning through figurative language (e.g., symbolism, metaphor). Evidence-based writing focuses on crafting narratives that describe a choice to take the road less traveled.	RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	 W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (a) Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (b) Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. (c) Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (d) Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (e) Provide a conclusion that follows from and reflects on the narrated experiences or events. W.8.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience. W.8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. W.8.9 Draw evidence from literary and informational texts to support analysis, reflection, and research. (a) Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material rendered is new"). (b) Apply grade 8 Reading standards to literary nonfiction	SL.8.1 Engage effectively in a range of collaborative discussions (one-onone, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. (a) Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (b) Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (c) Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (d) Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (a) Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (b) Form and use verbs in the active and passive voice. (c) Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. (d) Recognize and correct inappropriate shifts in verb voice and mood. L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a) Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (b) Use an ellipsis to indicate omission. (c) Spell correctly. L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. (a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (b) Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

